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ABSTRACT

This report sketches the main activities and developments within the Centre for Adult and Continuing Education (CACE), University of the Western Cape, South Africa. It begins by situating the work within the national context. Administration is discussed in terms of changes in staffing, committee work of staff, funding, and building of organizational capacity. A new adult literacy and basic education project is described. These opportunities for formal training of adult educators are discussed: Certificate for Educators of Adults, Advanced Diploma for Educators of Adults, and Bachelors in Education module on adult and continuing education. These areas of nonformal education are described: ongoing development and running of training workshops for adult educators, development of training handbooks, continuing education of adult educators through a series of seminars, and the facilitation and design of nonformal education programs on request from other organizations. The following section addresses how the networking function of CACE has increased and changed substantially. Summaries are provided of specific research projects dealing with community organizations, women and nonformal education, social uses of literacy, a national approach to university-based professional training of adult educators, and lifelong learning and modular accreditation. The report also discusses international contacts and lists papers, articles, books, and conferences and workshops attended. (YLB)

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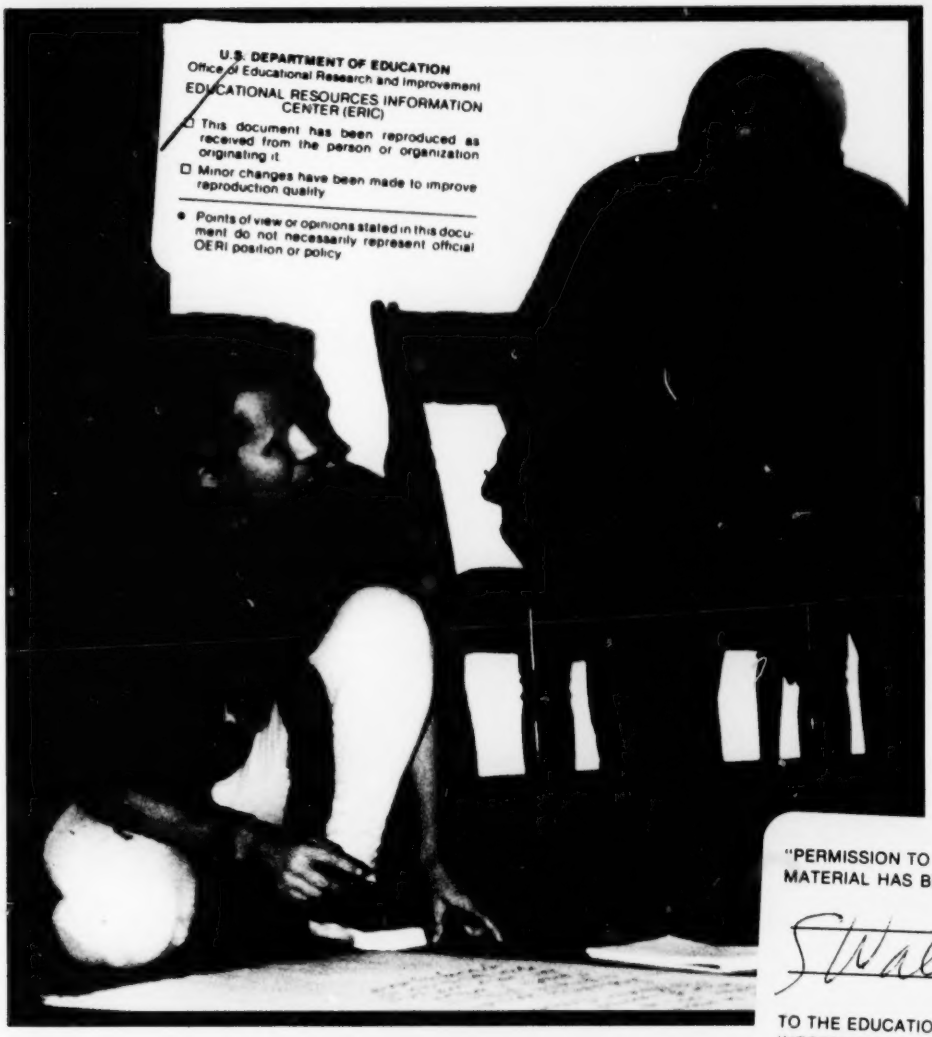

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CENTRE FOR ADULT AND CONTINUING EDUCATION (CACE)

UNIVERSITY OF THE WESTERN CAPE

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1993
ANNUAL REPORT

CENTRE FOR ADULT AND CONTINUING EDUCATION (CACE)

UNIVERSITY OF THE WESTERN CAPE

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INTRODUCTION

This report sketches the main activities and developments within CACE during 1993. It begins by situating the work within the national context.

TURNING THE EDUCATION SYSTEM AROUND

Within the political framework of transition towards a negotiated settlement for South Africa, there is a great deal of discussion and debate about how to turn the education system around from a fragmented, racially defined, unequal and undemocratic system to one which promotes access to lifelong education and training irrespective of race, class, gender, creed or age. Within these education policy discussions, there is growing consensus about the need to develop a comprehensive approach to adult education within an integrated system of lifelong learning. Organised labour, employers and the state share some agreement that widespread provision of adult basic education (ABE) is a crucial feature of any sustainable strategy of economic renewal. Amongst many of the stakeholders there seems to be agreement on the importance of adult education which can address the political, economic and equity/redress imperatives which will be faced by a new democratic government after the 27 April 1994.

At this stage the fashioning of a new adult education system is still at the conceptual level and is being undertaken within a variety of diverse groupings and fora. CACE staff have seen the imperatives for immediate action as being:

a) the need to organise so as to help forge the field of adult education
b) the need to deepen conceptual understandings, and
c) the need to contribute to the formulation of policy options.

These three aspects of the work are not seen as discreet but are in dynamic tension and interaction with one another. In this report the CACE's contributions to these various aspects are described.

Staff during 1993 have worked hard to build networks and organisations of adult educators who can be an effective lobby for adult education provision. Together with others from non-governmental organisations (NGOs), community-based organisations (CBOs), technikons, colleges and universities, the new Association for Adult and Continuing Education (AACE, Western Cape) was launched in November 1993. This is the first organisation of its kind in the region which brings together adult educators from the various sectors and institutional locations. The challenge for 1994 is to ensure that the fledgling organisation is able to meet its potential. CACE will continue to play a significant role in this process.

For a new adult education system to operate there will need to be many thousands of professionally trained adult educators. At present this training, except to some extent within five of the universities, is idiosyncratic. There is an urgent need to develop a national approach to the professionalisation of adult educator training. CACE's certificate and diploma courses offer important insights into curricula development, strategies for academic development, and open learning delivery systems. Together with the University of Cape Town (UCT) and within the Disseminating Expertise for Adult Literacy (DEAL) Trust, CACE will be coordinating a process in 1994 which will lead to the development of a national programme for the professional training of adult educators at universities.

For a new adult education system to operate, there will need to be many thousands of professionally trained adult educators

The lifelong learning framework, which is being debated vigorously throughout the country, has imbedded within it certain principles which relate to: the right of the individual to access to lifelong learning, the integration of the formal and nonformal education and training systems to ensure maximum flexibility for horizontal and vertical mobility between different levels, the development of national standards and qualification structures, recognition of prior learning and experience, promotion of career paths as an aid to mobility within all sectors of economic activity, the development of a national curriculum based on the integration of academic and vocational skills, and democratic participation of stakeholders within the system. Each of these principles has profound implications for educational policy and provision. In order to turn around the old system to one that reflects this new, alternative vision, there is a great deal of research and training required. This is beginning to be done by some organisations but much more

needs to be done, particularly by the universities. CACE's new Adult Literacy and Basic Education (ALBE) Project has developed plans to make a contribution particularly to understanding approaches to modular accreditation within this framework.

The lifelong learning framework embraces all of education, from early childhood to higher education and adult education. It offers an important vision of an alternative education system which has the potential to address the legacies of the racist, sexist and undemocratic system that still exists. Universities, and particularly the adult education departments, have an important contribution to make to help realise this vision. CACE during 1994 will be continuing to work alongside others locally, regionally and nationally to elaborate the vision so that it can become national policy and practice within the foreseeable future.

ADMINISTRATION

The CACE Advisory Council met twice during the year. The committee was expanded with additional members being Koleka Lubelwana from the Regional Services Council, Khayalitsha, Trevor Abrahams, Director of SACHED, Brian O'Connell, Director of the School of Education, Peninsula Technikon, and Colin Darch, Chief Librarian at the UWC Library. There was a change in the format of the second meeting of the year which, in addition to dealing with business, was a discussion forum on 'Lifelong learning and its implications for UWC and CACE' led by Martin Sebakwane.

STAFFING

At the beginning of 1993 Salma Ismail joined the staff of the Certificate Programme. In July, Martin Sebakwane was employed to coordinate the new Adult Literacy and Basic Education (ALBE) Project. David Kapp, who had previously worked at CACE, rejoined the staff to assist with the development of the computer information and networking function.

Hilda Andrews and Cecile-Anne Pearce were on maternity leave in the second half of the year and they both delivered healthy offspring. Colleen Knipe-Solomons and Shaheeda Ebrahim filled in for them. AnnMarie Wolpe left after two years to join the Education Policy Unit on campus. Zelda Groener completed the first year of her three year scholarship in the USA.

Temporary, short term contracts were filled by various people. Jonathan Geidt again worked for the Certificate. Antoinette Zanda

facilitated training workshops and authored the manual, "Guide to Workshops on Challenging Racism". Juanita Pastor and Jeanne Smuts also assisted with the manual. Kathy Watters was employed as a consultant in the ALBE Project. Lehn Benjamin assisted with bibliographical work for a book on "Adult Education and Feminist Methodologies". Student assistants were Seipati Mrwebi, Khayaletu Mrali and Veronica Kekana.

The following people were tutors on the Certificate Programme: Rachel Balie, Denise Damon, Shaheeda Ebrahim, Jonathan Geidt, Mbulelo Grootboom, Pieter Grove, Carl Hendricks, Riedewaan Hendricks, Neville Jafta, Tom Johnson, Clayton Mdingi, Janice McMillan, Johanna Stoffels and Neville Swartz.

COMMITTEE WORK OF STAFF

This included serving on several CACE committees, other university committees and on committees of a range of community organisations. The CACE Management Committee (CMC) was serviced by Shirley Walters, Albert Ntunja, Roy Crowder, Bev Thaver, Eunice Christians and Joe Samuels. CACE was represented on the following UWC committees: Faculty of Education - Faculty Board, Research, Appointments, Dean's, Planning, B.ED, Academic Development Committees. In addition, Shirley Walters convened a sub-committee of the Dean's Committee on the rights and responsibilities of contract staff. Senate Committees included - Senate Academic Planning (SAB), SAB sub-committee on Racism and the Curriculum and SAB sub-committee on Community Colleges, CACE Advisory Council. Staff also sat on the Board of the UWC Worker's College and UWC Savings and Credit Co-operative. Staff are involved on committees of a wide range of community organisations, non-governmental organisations (NGO), political and church organisations. While staff serve in their individual capacities on most of these committees, CACE supports this involvement as an extension of its commitment to the building of NGOs and CBOs within civil society.

FUNDING

Certain funding contracts ended this year. These were the Rockefeller Brothers Fund, the International Development Research Centre (IDRC), Engen Foundation, Charles Stewart Mott Foundation, and Kagiso Trust. We have appreciated very much their support. We are pleased to report that new contracts have been entered into for 1994 with the latter three, plus the Joint Education Trust, the Independent Development Trust, and World University Services. USAID is funding the ALBE Project through the DEAL Trust. The German Adult Education Association (DVV) and Partnership Africa Canada contributed smaller amounts towards specific projects.

Final project reports were submitted to the IDRC and the Rockefeller Brothers Fund. A new funding proposal was developed and submitted to a wide range of funding agencies. As with so many privately funded projects, CACE experienced the impact of the changing funding environment and has found it more difficult than before to raise funds. Increasingly, CACE is having to explore alternative ways of funding its activities. These include undertaking commissioned work, charging for services and increasing the proportion of the budget covered by state subsidy.

The university currently funds the posts of 2 lecturers, 1 professor and one administrative assistant. All the other posts are funded privately. Applications have been made to the university for an increase in its staff allocation to CACE.

The bookkeeping function at CACE is coordinated by Nosipho Msizi who works closely with the UWC Finance Department.

BUILDING ORGANISATIONAL CAPACITY

This is an ongoing quest and issue of concern in order to meet the demands for scale and impact. On the one hand the university has been unable to provide additional posts to ensure a reasonable infrastructure for the institute particularly at a senior level and, on

the other, funders provide short term project funding as opposed to longer term programme support. During 1994 there will be an ongoing exploration of various longer term financing options.

Staff development has occurred through staff attendance at workshops, conferences and meetings. Training courses were attended on conflict resolution, challenging racism, computer wordprocessing, and administration. A mentoring system was built into the orientation and integration of the new coordinator of the ALBE Project through the employment of a part-time consultant.

There is an ongoing quest for building CACE's organisational capacity in order to meet the demands for scale and impact

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ADULT LITERACY AND BASIC EDUCATION

A new project was initiated in July with the appointment of Martin Sebakwane as coordinator. The project aims to contribute to the development of the field of ABE through research, service and support to those in industry, NGOs and the new democratic state. It plans to do this within the emerging Lifelong Learning Framework that has been developed by the democratic alliance.

The first phase of the project involved consultations with a wide range of organisations and individuals. As part of this process, the coordinator served on various committees at both regional and national levels, including the Centre for Policy Development's ABE Working Group. He attended a two-week UNESCO conference on Quality of Life Improvement Programmes and Lifelong Learning, and spent a week visiting literacy experts in Britain with assistance from the British Council.

Collaborative work is being undertaken with other universities who form part of the DEAL Trust. They are the Universities of Cape Town, Natal and Witwatersrand. A joint research project is being undertaken with the Department of Adult Education at UCT on 'The Social Uses of Literacy'. Another collaborative research project which focuses on 'A national approach to the professional training of adult educators, including ABE specialists' will be undertaken in 1994. The CACE Resource Centre is networking with the other universities to enhance the literacy and ABE resource stock and the dissemination capacities of the resource centres.

FORMAL TRAINING OF ADULT EDUCATORS

A significant development during the year has been the growing need to professionalise further the training of adult educators. The candidates who have been recruited to both the certificate and diploma programmes are seeking professional qualifications which have currency in the marketplace and which are linked to a career path. Whereas previously, several students were involved in adult education through their social and political work, they are now increasingly concerned with their professional development. There is also a trend for the students to come from different types of institutions including industry, trade unions, NGOs, parastatals, state training institutions such as nursing colleges, technical colleges and adult nightschools. There does, however, continue to be a strong participation from those in community, service and church based organisations.

In order to meet the need for a national approach to the professionalisation of adult educators training, CACE is working within the DEAL Trust on a national level to assist with the development of a hierarchy of courses for the professional training of adult educators to be offered by universities. These will articulate with the various other providers and will assist the implementation of a national integrated system of adult education within restructured educational policy and provision frameworks.

The standard of the academic development work within the certificate and diploma courses is of a very high standard and has been commended by the AD specialist, Carohn Cornell, from the Academic Development Centre.

THE CERTIFICATE FOR EDUCATORS OF ADULTS

The Certificate for Educators of Adults Course is a two year part-time course for adult educators who are working in a range of organisations. The aim of the programme is to develop competent adult educators through deepening their skills and understandings of educational and organisational work. The programme combines face to face and distance education methodologies. Learners come from towns within a radius of 500 km from the campus and they travel to CACE for residential learning sessions at six-weekly intervals. On returning to their regions they work in study groups facilitated by tutors based in the communities. During 1993 the second year of the current course was successfully completed by 63 students. The profile of the 63 students is as follows: 28 are from urban areas of whom 21 are women, 7 are men and all are predominantly Xhosa speaking; 37 are from rural areas of whom 19 are men, 18 are women and all are predominantly Afrikaans speaking. They all work as adult educators in full-time or part-time capacities in NGOs, trade unions, voluntary associations or parastatals.

During the year 120 new students were recruited for the next course. There were over 170 applications. Interesting trends emerged during the recruitment process: on the whole candidates have a higher school-leaving profile than before and more are in full-time adult education related work, unlike in the past where links were voluntary.

The certificate programme was coordinated by Beverly Thaver, with Salma Ismail as the full-time lecturer, Jonathan Geidt as a part- time tutor and researcher, and Hilda Andrews as administrator, with Shaheeda Ebrahim standing in while Hilda was away. A team of part-time tutors facilitated the 12 study groups.

ADVANCED DIPLOMA FOR EDUCATORS OF ADULTS

1993 saw the beginning of the third cycle of the Advanced Diploma for Educators of Adults, a two year part-time inservice

course for practitioners from a range of professional settings. The aim of the course is to enhance the participants' understanding of theoretical debates in the field as well as improving their practical effectiveness as educators and facilitators. The field of study includes both educational and organisational development issues.

Two main issues are reflected in the profile of the 23 registered students who joined the course in February. First there has been a substantial focus on academic development. An increasing number of students come onto the course without the mainline formal academic qualifications. An affirmative admissions policy with an alternative assessment procedure has been developed to allow access to educators who are working in the field but who for historic reasons have lost formal educational opportunities. Many can demonstrate considerable learning through fragmented or non- formal educational achievement and have built up impressive portfolios of work experience. This poses some of the classic issues of academic development in terms of the remodelling of lecturing and assignment work and the role of student support. Second is the issue mentioned above which concerns the broadening of the range of institutional locations from which the students come.

Both these features, of alternative assessment for access and participation from a broad spectrum of the field, represent fundamental national issues which are being examined through the various policy initiatives as well as being local issues for our Diploma.

The Diploma was coordinated and taught by Roy Crowder with assistance from a number of CACE staff and others. Hilda Andrews and, during her leave, Shaheeda Ebrahim provided administrative support.

THE B.ED MODULE ON ADULT AND CONTINUING EDUCATION

This was successfully completed by 12 students (who are mainly practising teachers). The number of students was much reduced

this year in line with the drop in overall B.ED enrolments. The course was taught by Salma Ismail, Joe Samuels, Roy Crowder, Martin Sebakwane and Shirley Walters.

EXTERNAL EXAMINING

Several staff were invited to be external examiners. They were Roy Crowder for the University of Venda and UCT, Pethu Serote for UCT, and Shirley Walters for the University of Witwatersrand and UCT.

POST GRADUATE DEGREES

Two doctoral students are registered with CACE.

NONFORMAL EDUCATION

The NFE programme has consisted of the ongoing development and running of training workshops for adult educators, the development of training handbooks, the continuing education of adult educators through a series of seminars, and the facilitation and design of NFE programmes on request from other organisations. The NFE programme has conducted seminal educational development work in the areas of training adult educators in anti-racism and anti-sexism.

TRAINING WORKSHOPS AND MATERIALS DEVELOPMENT

Over the last three years Rockefeller Brothers Fund have supported a programme for the development of training courses and materials on challenging racism and sexism within educational and organisational settings. A substantial report was written for the funders capturing the main achievements of the project during this time The project included the following aspects.

Training of Trainers

An approach to training facilitators was researched and developed and since 1992 two facilitators' training programmes for the running of challenging racism workshops have been held. Thirteen people from the Western Cape have received training. Eight of them have continued to run training workshops on challenging racism in order to train other facilitators. Four facilitators in other parts of the country have also received training to run the facilitators' training programmes.

A formation of a network of anti-racism and gender trainers has been encouraged and a national Gender Trainers Workshop was held from 29 August 1993 to 1 September 1993. This workshop was facilitated jointly by Rieky Stuart from the Coady Institute in Canada and CACE staff members. It was attended by 17 women and men who work as gender trainers in urban and rural contexts. CACE staff were invited to facilitate training workshops in various regions within South Africa and in Switzerland, England and Botswana.

Ricky Stewart with Shirley Walters of CACE at the Gender Trainer's workshop in August

Awareness-raising workshops

More than 30 racism awareness-raising workshops have been conducted over the last 3 years, for religious, women's, trade union and service organisations as well as youth, school and university groups, reaching about 960 people.

Gender awareness workshops were first developed and run in 1990. Staff have continued to run workshops on request and to facilitate the growth of a network of gender trainers nationally.

Consultations

CACE staff members have been consulted widely on challenging racism and gender training and have participated in a range of discussions on related issues. The challenging racism and gender work has impacted other CACE programmes and has been integrated into the formal training courses.

CACE teaching staff have all been invited to facilitate and design a wide range of workshops and seminars for an array of organisations on and off campus during the year.

Materials Development

Two training manuals have been produced. In 1992 Liz Mackenzie authored "On Our Feet: Taking steps to challenge women's oppression". This handbook has been very popular with more than a thousand being sold. The handbook is soon to be published by the DVV, the German Association for Adult Education, as a supplement to their international journal Adult Education and Development.

During 1993 a handbook was authored by Antoinette Zanda, "A guide to challenging racism workshops". This handbook has been designed to be used as an integral part of the facilitators' training courses at CACE. The training handbooks have played a key role in making the training methodologies more accessible to many more trainers.

CONTINUING EDUCATION FOR ADULT EDUCATORS: INTERNATIONAL SEMINAR SERIES

Seminars have been held for practising adult educators in order to expose them to international thinking on a range of subjects. The programme included the following:

- 3 March 1993: "National Women's Coalitions: Some Lessons from the Canadian Experience" led by Alice de Wolff and co-hosted with the Women's National Coalition (Western Cape).
- 18 March 1993: "The Training of Trainers for the Popular Sector in Sweden", led by Irma Carlsson, Centre for Adult Educators, University of Linkoping, Sweden.
- 23 March 1993: "The Responses by Swedish Adult Education to the Changing Economic and Political Context within Sweden", led by Dr Bernt Gustavsson, Centre for Adult Education, University of Linkoping, Sweden.
- 25 March 1993: "The State and NGOs in Sweden", led by Dr Bernt Gustavsson, as above.
- 13 April 1993: 'Unsung Heroines: Doing Participatory Research Amongst Women in Tanzania', led by Professor Marjorie Mbilinyi, Institute of Development Studies, University of Dar-es-Salaam, Tanzania.
- 14 April 1993: 'Transformative Education in the Age of Structural Adjustment: A Southern African Perspective', keynote address by Professor Marjorie Mbilinyi at the University-based Adult Education Conference, hosted by CACE.
- 17 May 1993: 'Global Politics and the Funding of Adult Basic Education', led by Dr Kenneth King, Centre for African Studies, University of Edinburgh, Scotland.
- 26 August 1993: 'International Perspective on Gender and Development' led by Rieky Stuart, Coady International Institute, Canada.
- 7 September 1993: 'Access to Education for Marginalised Communities: Issues for the Debate on Community Colleges

in South Africa from the Perspective of Adult Residential Colleges in Britain and other parts of Europe', led by Mr Keith Jackson, Fircroft College, Birmingham, England.

The NFE Programme has been coordinated by Joe Samuels, with Pethu Serote involved primarily in training, Liz Mackenzie in the development and production of educational materials, with Colleen Knipe-Solomon joining the team as administrative assistant while Cecile-Ann Pearce was on leave. Antoinette Zanda authored the handbook on challenging racism with assistance from CACE staff and Juanita Pastor and Jeanne Smuts. Antoinette Zanda also facilitated workshops on CACE's behalf. All of CACE teaching staff are involved in the provision of NFE to a greater or lesser extent.

Joe Samuels and Pethu Serote with participants at a workshop. The NFE programme has involved pioneering work in the training of adult educators in anti-racism and anti-sexism

NETWORKING AND RESOURCE PROVISION

Over the years CACE has contributed to the building of an adult education movement through facilitating conferences, seminars and meetings which bring together educators in the field. It has also been committed to ensuring that materials are accessible through the CACE Resource Centre and through popular and academic publications. This year the networking function of CACE increased and changed substantially.

NETWORKING

Within the context of national developments towards a democratic dispensation, adult educators and members of NGOs have been compelled to 'get organised' if they are to have a chance of lobbying successfully for a position within the new order. CACE has played an important catalytic role in a number of moves to assist with policy developments and organising the field. One of the most significant involvements has been to help initiate and support the launch of the new Association for Adult and Continuing Education (AACE) (Western Cape). CACE staff acted as the secretariat before the launch on the 28 November 1993 and they continue to assist in this role through Joe Samuels, newly elected secretary of AACE.

Another involvement has been with the Johannesburg-based Independent Study for an Enabling Environment for NGOs. CACE, together with the Foundation for Contemporary Research and the Urban Foundation, has facilitated a series of seven seminars and workshops that have involved people from over 98 NGOs. Through the process, policy thinking has been facilitated on a

number of issues including fund-raising, taxation, capacity building, registration, and lobbying.

An important, but often underemphasised, aspect of networking is the development and maintenance of comprehensive mailing lists. During the year David Kapp has built this resource which currently has 520 local organisations on it. The mailing list is a much sought after asset which is being shared with others on a reciprocal basis.

Linked to the development of the mailing list is ongoing survey work to build the CACE database on development NGOs in the region. CACE is working as part of a collective of organisations which form the Directory Information Services Collective (DISC), an initiative of the Johannesburg-based Development Resources Centre.

CACE has played an active role in setting up a computer network amongst adult educators regionally and nationally. At the moment it is playing a pivotal role in the National Adult Education Computer Information Network (NAECIN) at a national and Western Cape level. Seven organisations belong to the NAECIN (WC) and already useful information is being exchanged between these organisations. CACE is connected to a national electronic mail (E-mail) network called Sangonet (SA Non-Government Organisation Network).

CACE has played an important role in actively networking amongst adult educators locally, regionally and nationally

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Over the last three years a network of trainers involved with gender and anti-racism work was established and a newsletter called the Talking Stick has served as a forum for them. Pethu Serote is the editor. At the last count 484 members are on the network and they include people from Bellville to Beijing. The Talking Stick is published 3 times per year.

THE CACE RESOURCE CENTRE

The CACE Resource Centre serves both the campus community and adult educators in the field. It stocks popular, locally produced booklets, plus academic works on adult and continuing education. The Resource Centre has operated five hours a day from 12 pm to 5 pm during which times it has continued to be used heavily.

During the last year a closer working relationship has developed with the UWC Main Library. This has happened with the Chief Librarian, Colin Darch, serving on the CAC and a subject librarian, Benita de Wet, working on the CACE Resource Centre Committee. Albert Ntunja, the coordinator, has continued to network actively with other Resource Centres and libraries. An additional dimension of the networking function is through Sangonet through which a select bibliography on rural and community development, along with other CACE material, was disseminated.

The Hall attached to the CACE Building has been developed as a facility for on and off campus organisations and its use is administered by CACE staff. It has been fully utilised by trade unions, community, student and other campus organisations. CACE sees the good administration of this facility as an important service to on and off campus organisations. The facility has enabled CACE to become a vibrant centre for adult educational activities.

RESEARCH

As part of the process of encouraging academic writing amongst staff, internal CACE Seminars were held and staff participated in seminars of the Faculty of Education. CACE hosted the annual conference of university-based adult educators and Joe Samuels edited the conference proceedings in "Adult Education: Issues for the future". AnnMarie Wolpe was guest editor for a special edition of Perspectives in Education which focuses on gender and education. She is also corresponding editor for Feminist Review in England. Salma Ismail gained her masters degree in adult education from UCT with her dissertation entitled, "Langa enrichment programme: A study of student perceptions of the performance of the programme undertaken to improve its functioning".

SPECIFIC RESEARCH PROJECTS ARE:

Community Organisation Research and Education (CORE) Project

The survey of community organisations in greater Cape Town between 1989 and 1991 has been completed and was published early in 1993 in "Continuity and Change in Community Organisations: Trends in Greater Cape Town from 1989 to 1991" by Shirley Walters.

Women and Nonformal Adult Education Research Project

This research was completed during the year. It has been funded by the IDRC. The main aims of the study were:

1. to identify the different forms of nonformal education available to women;

2. to establish the nature of the educational facilities provided;
3. to establish how these cater for the specific needs of women and in what way;
4. to establish what the constraints on the organisations are for the provision of educational facilities;
5. to evaluate these provisions - from the viewpoints of the organisations and the clients.

A report was presented to the IDRC and has been redrafted for publication in the CORE Working Paper Series in early 1994. The research has been coordinated by AnnMarie Wolpe. The research confirmed that little educational provision within NGOs takes the needs and interests of women seriously. It showed how vulnerable education within NGOs is and it argued that, even though women's needs and interests are presently not addressed very successfully by NGOs, the education they provide is crucial for women. NGOs need to be given substantial support to enable them to improve and expand their delivery of educational services particularly for women.

Social Uses of Literacy

This is a joint research project with UCT and is funded by JET. It will focus on the social uses of literacy in different sites such as industry, informal settlements and rural villages. It will be conducted over an eighteen month period beginning in 1994 and will be coordinated by Martin Sebakwane.

A National Approach to University-based Professional Training of Adult Educators

This research is being done under the auspices of the DEAL Trust and is being coordinated by Shirley Walters and Clive Millar of UCT. The aim of the research is to develop understandings of an appropriate hierarchy of courses for adult educator training. There

will be a particular focus on the future of the certificate programmes based at the various universities.

Lifelong Learning and Modular Accreditation

This study is currently being developed by Martin Sebakwane and will focus on the implications of the lifelong learning framework for modular accreditation and related matters.

Course and Curricula Reviews

Within the Certificate and Advanced Diploma there are processes of review underway. An impact study is being conducted by Jonathan Geidt with past students of the Certificate. Roy Crowder is developing the review process for the Diploma.

COMMUNITY RESEARCH

Lehn Benjamin and Shirley Walters have been actively involved in developing and implementing community research as part of the Women's Charter Campaign of the Women's National Coalition.

INTERNATIONAL LINKS

Important contacts were made with adult educators from various parts of the world during this year through visits to CACE or through CACE staff travelling elsewhere.

EXCHANGES / LINKAGES

Two international exchange programmes are currently being developed. One is with the Centre for Adult Educators at the University of Linkoping, Sweden, and the other is with Fircroft Adult Education College, Birmingham, England. As part of the development of these programmes visits took place by Irma Carlsson and Bernt Gustavsson of the University of Linkoping to CACE in March and by Shirley Walters to Sweden in August. Keith Jackson visited from Birmingham in September.

International Visits

The British Council sponsored a visit by Martin Sebakwane to England to visit experts in the field of literacy and ABE. He also attended a UNESCO conference in Germany and participated in a study visit to Namibia.

Pethu Serote travelled to Pensier, Switzerland on invitation to facilitate the Gertrud Baer Seminar on "Overcoming Racism - Living Together", organised by the Women's International League for Peace and Freedom (WILPF) in August 1993. Shirley Walters was invited to be a facilitator on an international course on women and literacy at the University of Warwick, England, in January. She was also invited to participate in the celebrations commemorating

the 125th Anniversary of the Swedish Folk High School Movement in August.

Bev Thaver participated in the Distance Education Association of Southern Africa (DEASA) meeting in Swaziland and worked with other colleagues from southern Africa on an evaluation project.

International visitors to CACE who presented seminars are described under NFE. There were several other international visitors who met with staff.

PUBLICATIONS

CACE publications are distributed internationally. The German Adult Education Association will be publishing 12 000 copies of Liz Mackenzie's "On Our Feet" as a supplement to their Adult Education and Development Journal which goes out to readers mainly in Latin America, Asia and Africa.

PAPERS, ARTICLES, BOOKS & CONFERENCES

PAPERS, ARTICLES, BOOKS AND PRESENTATIONS:

Crowder, Roy

"Teaching history without a history book: problems and opportunities posed by a course on the history of progressive South African adult education for students on a Diploma course for Educators of Adults" a paper presented to an Education Faculty Seminar, University of the Western Cape, September 1993 and to the Annual Conference of Southern African Comparative and History of Education Society, Scottburgh, Natal, October 1993.

Geidt, Jonathan

"Texts and Adult Education" a paper presented to the University-based Adult Education Conference, Devon Vale Country Club, Stellenbosch, 14-16 April 1993, and published in the Conference's Proceedings.

Mackenzie, Liz

"Gender, Development and Power: Some Issues and Methods for Gender Trainers." Report on a Workshop for Gender Trainers held in the Western Cape, September 1993, CACE Publications, Cape Town, November 1993.

Samuels, Joe

"Critical Reflections on CACE's Challenging Racism Work" a paper presented to the University-based Adult Education

Conference at Devon Vale Country Club, Stellenbosch, 14-16 April 1993, and published in the Conference's Proceedings (A revised version of the above-mentioned paper was also presented at a Faculty of Education Seminar in August 1993)

Samuels, Joe (ed)
"Proceedings of the University-based Adult Education Conference on Adult Education: Issues for the future" published by the Centre for Adult and Continuing Education (CACE), Bellville, October 1993.

Samuels Joe
"Writing Blocks: Is nurturing the answer?" a paper presented at Faculty of Education Seminar on Academic Writing on 12 October 1993.

Samuels Joe and Carohn Cornell
"Writing Blocks, A Writers Support Group and Ways Forward", a paper presented at the Academic Development Centre Staff Seminar on 18 October 1993, also presented at the South African Association for Academic Development Conference "Finding Our Voices" held at the University of the Western Cape from 1-3 December 1993, and published in the Conference's Proceedings compiled by Chrissie Boughey and Brenda Leibowitz.

Samuels, Joe
"Challenging Racism: The Role of Adult Education" A poster presented at Kenton Olwandle Conference on Education: Reshaping the Boundaries, from 29 October - 1 November 1993.

Samuels Joe
"CACE and Networking", an article published in Association of Adult and Continuing Education (AACE) Launch Newsletter Number One, November 1993.

Sebakwane Martin
"Lifelong Learning", a paper presented to the UNESCO conference on "Quality of life improvement programmes and lifelong learning", Hamburg, Germany, September 1993

Serote, Pethu
"All the Women are White, All the Blacks are Men: Affirmative Action and the Black Women" a paper presented to the "Affirmative Action in the Public and Private Sector and Implications for Vocational Training" Conference organised by the Education Policy Unit, University of Natal, Pietermaritzburg, held in Durban in November 1993.

Serote, Pethu
"Solomon Mahlangu Freedom College: A Unique South African Educational Experience in Tanzania", an article published in the ICAE's newsletter Convergence, Volume XXVI, Number 4, 1993.

Walters Shirley
"Looking Back in Order to Look Forward: Trends and Issues for Community Organisations in Greater Cape Town from 1989 - 1991", a paper presented at the NGO Seminar Series at CACE, 24 February 1993, and published by CACE as CORE WORKING PAPER 1 "Continuity and Change in Community Organisations: Trends in Greater Cape Town from 1989 - 1991".

Walters, Shirley
"Continuity Not Rupture: An Analysis of Adult Education Policy Proposals emanating from the National Education Policy Investigation (NEPI)" a paper presented to the University-based Adult Education Conference at Devon Vale Country Club, Stellenbosch, 14-16 April 1993, and published in the Conference's Proceedings.

Walters, Shirley
"Adult education and democracy in South Africa" a paper presented at the 125th Anniversary of Folk High Schools in Sweden in August 1993

Wolpe, AnnMarie
"Inserting Feminism into Adult Education" a paper presented to the University-based Adult Education Conference at Devon Vale Country Club, Stellenbosch, 14-16 April 1993, and published in the Conference's Proceedings.

Wolpe, AnnMarie
"Gender and the NEPI exercise" in Perspectives in Education, University of Witwatersrand 1993

Zanda, Antoinette
"A Guide to Workshops on Challenging Racism", published by CACE Publications, Cape Town, November 1993.

CONFERENCES AND WORKSHOPS ATTENDED

International Conference on Academic Freedom, University of Fort Hare 26 - 29 January 1993, organised by WUS and University of Fort Hare, was attended by Shirley Walters

The Distance Education Association of Southern Africa (DEASA) Annual General Meeting in Swaziland on 19-20 March 1993, was attended by Bev Thaver.

"The Indigenisation of Gender Using Participatory Methods" Workshop organised by the Gender and Development Forum (Western Cape Region) in March/April 1993, was attended by Pethu Serote, who participated as a facilitator.

The University-based Adult Education Conference, "Adult Education Issues for the future" held at Devon Vale Country Club, Stellenbosch, 14-16 April 1993, was attended by Roy Crowder, Jonathan Geidt, Salma Ismail, Joe Samuels, Pethu Serote, Bev Thaver, Shirley Walters and AnneMarie Wolpe.

"Education for Democracy" Conference organised by IDASA at Van der Bijl Park in May 1993, was attended by Shirley Walters who was the rapporteur.

A Conference on Custom and Religion in a Nonsexist South Africa organised by the Community Law Centre of the University of the Western Cape, in June 1993 was attended by Joe Samuels, Pethu Serote and Shirley Walters.

The World University Service (WUS) Gender Planning Training Programme for NGOs held in Durban in July 1993 was attended by Pethu Serote who was also a facilitator.

A conference on "Popular Education and Social Mobilisation in Europe" organised by ESREA and held at the University of Linkoping, Linkoping, Sweden in August 1993 was attended by Shirley Walters

A Novalis Institute Workshop "Awakening the will to learn" held from the 16 - 19 August 1993 was attended by Salma Ismail.

The Materials Development in Adult Education Conference, 7-9 September 1993, Centre for Adult Education, University of Natal, Pietermaritzburg, was attended by Liz Mackenzie.

A two-week conference on Quality of Life Improvement Programmes and Lifelong Learning, organised by UNESCO in Hamburg, Germany, in September, was attended by Martin Sebakwane.

A Conference on Church and Development sponsored by the Ecumenical Foundation of South Africa and the South African Council of Churches in October 1993 was attended by Roy Crowder.

SACHES' (Southern African Comparative and History of Education Society) Third Annual Conference on the 28 - 29 October 1993 at the Cutty Sark Hotel, Scottburgh, was attended by Roy Crowder and Joe Samuels.

The "Education: Reshaping the Boundaries" Kenton Olwandle conference, 29 October - 1 November 1993, at the Cutty Sark Hotel, Scottburgh was attended by Roy Crowder, Joe Samuels and Shirley Walters.

A Workshop on Gender and Policing, organised by the Centre for Criminal Justice and Lawyers for Human Rights (PMB), in Pietermaritzburg, November 1993 was attended by Pethu Serote.

SACHED's Conference on Student Support Systems, held from November 11 - 12 was attended by Jonathan Geidt.

The Community Media Conference held from the 19 - 21 November at Community House, Salt River, was attended by Liz Mackenzie.

The Association for Adult and Continuing Education (AACE Western Cape) launch at CACE on the 20 November 1993 was attended by Salma Ismail, David Kapp, Liz Mackenzie, Pethu Serote, Joe Samuels, Roy Crowder, Bev Thaver and Shirley Walters

The South African Association for Academic Development Conference "Finding Our Voices" Conference held at the University of the Western Cape from 1-3 December 1993, was attended by Salma Ismail, Joe Samuels and Bev Thaver.

CONCLUSION

During the past year CACE has been able to make progress because of the continued cooperation and support from the Rectorate, from the Dean of the Faculty of Education, from many friends on and off campus and from the funders. This support is much appreciated by all at CACE. We look forward to continuing to work together in 1994.

Shirley Walters, Director,
with assistance from the CACE Staff

January 1994

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CENTRE FOR ADULT AND CONTINUING EDUCATION

UNIVERSITY OF THE WESTERN CAPE